DOCUMENT RESUME

ED 153 111 CG 012 360

TITLE Women's Educational Equity Act. Second Annual Report, September 30, 1977.
INSTITUTION Office of Education (DHEW), Washington, D.C.
PUB DATE 30 Sep 77
NOTE 79p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Annual Reports; Contracts; *Educational Legislation; *Federal Aid; Feminism; *Grants; *Nondiscriminatory Education; Program Descriptions; Program Evaluation; *Project Applications; *Womens Education
IDENTIFIERS *Womens Educational Equity Act

ABSTRACT

The federally funded Women's Educational Equity Act Program (WEEAP) authorizes the support of a broad range of activities promoting educational equity for women. Some of these are materials development, inservice training, research and development, and educational programs. WEEAP also awards small grants to agencies, nonprofit organizations and individuals for innovative approaches to educational equity. This report provides information regarding characteristics of applications, funded projects, and projected programs and products developed in fiscal year 1976. Twenty-seven awards were made during that year, out of a total of 194 applications. (Author/BP)

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WOMEN'S EDUCATIONAL EQUITY ACT

Second Annual Report

September 30, 197

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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WOMEN'S EDUCATIONAL EQUITY ACT

Second Annual Report

September 30, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*
Mary F. Berry, *Assistant Secretary for Education*
Office of Education
Ernest L. Boyer, *Commissioner*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1977

The President
The White House
Washington, D.C.

Dear Mr. President:

The Women's Educational Equity Act (WEEA) supports a broad range of activities to remove sex bias and expand educational opportunities for women.

This significant legislation was the result of two bills: H.R. 208, introduced by former Congresswoman Patsy T. Mink on January 3, 1973 and a companion bill S. 2518 introduced by Vice President Walter F. Mondale on October 2, 1973.

Women and men from a great variety of educational institutions have strongly endorsed this national program. We are convinced the teaching models and materials which have been developed will help us move vigorously toward the goal of greater equity for women.

I am pleased to submit this Second Annual WEEA Report. The U.S. Office of Education is privileged to be a part of this most important program. We are also most appreciative of your firm advocacy of equal opportunity for women, and I wish to express my gratitude for your leadership and support.

Cordially,

Ernest L. Boyer
U.S. Commissioner
of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 27, 1977

Honorable Walter F. Mondale
President of the Senate
Washington, D.C.

Dear Mr. President:

The Women's Educational Equity Act (WEEA) supports a broad range of activities at every level of education to eliminate sex bias and expand educational opportunities for girls and women.

This significant legislation was the result of two bills: H.R. 208, introduced by former Congresswoman Patsy T. Mink on January 3, 1973 and a companion bill S. 2518 that you introduced on October 2, 1973.

This national program has been strongly endorsed by women and men from a variety of educational institutions and by numerous women's organizations. We are convinced that the model programs, teaching modules and other material which have been developed will help us move more vigorously toward the goal of greater educational equity for women.

I am pleased to submit the Second Annual WEEA Report. The U.S. Office of Education is privileged to be a part of this important program. We are also most appreciative of your firm and continued advocacy of equal educational opportunity for women.

Cordially,

Ernest L. Boyer
U.S. Commissioner
of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1977

Honorable Thomas P. O'Neill, Jr.
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

On behalf of the U.S. Office of Education, it is a great pleasure to submit the Second Annual Report on the Women's Educational Equity Act Program (WEEAP) prepared as part of the legislated mandate to submit such a report to the President, the Congress, and the National Advisory Council on Women's Educational Programs.

The enactment of the WEEA legislation was the result of two bills: H.R. 208, introduced by former Congresswoman Patsy T. Mink on January 3, 1973 and a companion bill S. 2518 introduced by Vice President Walter F. Mondale on October 2, 1973.

WEEA authorizes the support of an extremely broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women.

A catalytic effect is anticipated as a result of the employment of a capacity building strategy to extend the impact of each project beyond the local to the national level.

The development of models and materials for national use requires that all projects be sensitive to the cultural values of the various groups in the country, cultural values that are the expression of the ethnic, racial, and regional heritage of these groups.

In submitting the Second Annual Report, the U.S. Office of Education wishes to express the gratitude of the boys and girls and men and women of the Nation for the congressional support for educational equity for women that will have a similar impact for men.

Cordially,

Ernest L. Boyer
U.S. Commissioner
of Education

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1977

Ms. Mary Beth Peters
Chair
National Advisory Council
on Women's Educational Programs
1832 M Street, N.W.
Washington, D.C. 20036

Dear Ms. Peters:

It is with great pleasure that I transmit to the National Advisory Council on Women's Educational Programs the Second Annual Report on the implementation of the Women's Educational Equity Act of 1974.

The report, as developed, should facilitate the mandate of the Council to evaluate the programs and projects assisted under the Women's Educational Equity Act.

The Council's advice and recommendations on the implementation of the Act have been most helpful and will continue to add value to the program.

Cordially,

Ernest L. Boyer
U.S. Commissioner
of Education

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WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

Introduction

The Women's Educational Equity Act Program (WEEAP) has completed its first year of program operation and its second year of issuing contracts and grants. This report contains the following information: a brief description of the legislation; comments on program changes made for the second year of operation; information on applications received and funded; a description of the application review and award process; and, summaries of grants and contracts awarded.

Legislation

The Women's Educational Equity Act (WEEA) was passed as part of the Special Projects Act of the Education Amendments of 1974, Public Law 93-380. The enactment of the legislation was the result of two bills: H.R. 208, introduced by former Congresswoman Patsy T. Mink on January 3, 1973 and a companion bill S. 2518 introduced by Vice President Walter F. Mondale on October 2, 1973. The House of Representatives and the Senate conducted public hearings in the summer and fall of 1973.

The WEEA authorizes the support of an extremely broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women. The activities include: the development, evaluation, and dissemination of curricula, textbooks, and other educational materials; pre-service and in-service training for educational personnel, including guidance and counseling personnel; research, development, and other educational activities designed to advance educational equity; guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex; educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration. Finally the WEEA authorizes the Commissioner to award small grants, not to exceed $15,000, for innovative approaches to the achievement of educational equity for women. Public agencies, private nonprofit organizations, and individuals are eligible to apply for contracts and grants to carry out these authorized activities.

The National Advisory Council on Women's Educational Programs was created by this legislation. Seventeen members are appointed by the

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President with the advice and consent of the Senate. They are broadly representative of the general public and are conversant with issues involving the role and status of women in American society. Three additional members are specified in the law: the Chairman of the Civil Rights Commission; the Director of the Women's Action Program, Department of Health, Education, and Welfare (HEW); and the Director of the Women's Bureau, Department of Labor.

Second Year of Operation

In the first year of activity the WEEAP identified priority areas for grant applications. (See the WEEA First Annual Report, September 1976.) Early in the second year of the program development additional priority areas were proposed by the Office of Education for public comment by means of an "Advance Notice of Proposed Rulemaking." Public comments to this advance notice were extremely diverse and did not provide a consensus on the proposed priority areas. As a result, the Office of Education decided to eliminate priority areas and to direct interested parties to the activities authorized in the legislation. Basic program policy remains unchanged. All projects supported under the WEEAP must contribute to the ability of the educational community to respond to the vast array of needs in the area of women's educational equity. This strategy was initially referred to as capacity building but due to the ambiguity of that term this approach is now referred to as development of products and model programs.

The program also emphasizes the importance of supporting diverse approaches to the achievement of educational equity for girls and women among various racial, ethnic, regional, age, socioeconomic, and residential groups. Programs and materials to provide educational equity will not be the same for all girls and women throughout the country, and much attention must be given in all projects to a clear definition of applicable target populations. The achievement of equity does not imply the development of a new stereotype for women, nor for men. Rather, the program emphasizes the availability of choices or options, so that educational programs can become truly equitable.

Application Review and Grant Award Processes

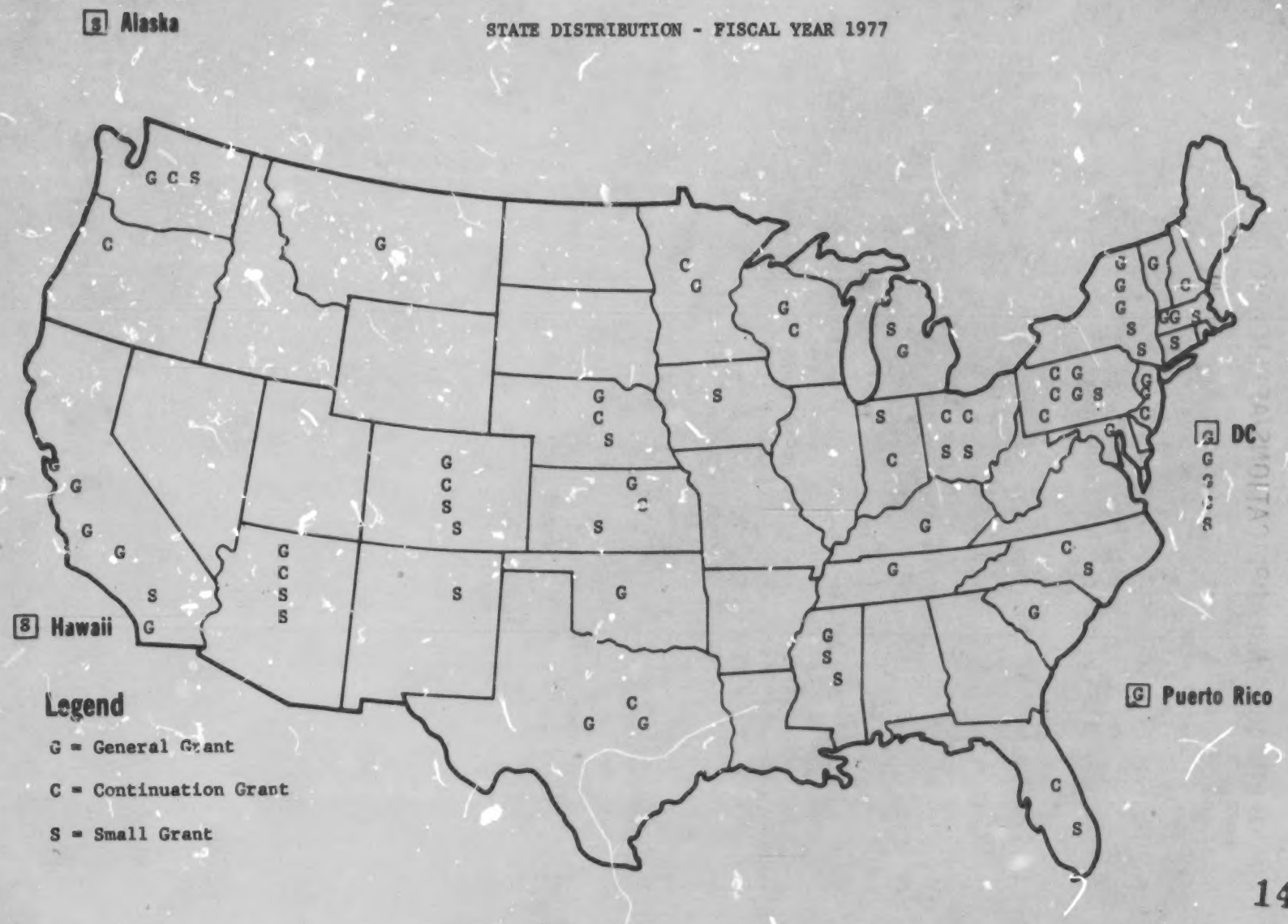
All preapplications and applications are reviewed according to the "Discretionary Grant Program Review and Administrative Procedures," of the HEW Grant Adminstration Manual.

Each application is reviewed by a panel of three readers, one government and two nongovernment. Preapplications are reviewed by two readers, one government and one nongovernment. Readers are selected on the basis of pre-established criteria that reflect such concerns as: knowledge and experience in the area of women's educational equity and in the substantive areas identified in the Women's Educational Equity Act, as well as geographic diversity, representation of all levels of education, and the composition of the general population in terms of sex, race and ethnicity.

The panels rate each preapplication and application on the criteria that are contained in the WEEAP regulations (CFR 45 160f, June 28, 1977). When the review has been completed the Women's Program Staff rank orders all applications and, based on the availability of funds, develops a first list of potential awards. At this point in the process, factors other than the reviewers' ratings enter into the award decisions.

These decisions are based on the following additional considerations that are contained in the regulation (§160f.9): the projects collectively must be representative of all levels of education and must reflect the diversity of needs and concerns in educational equity for women, a variety of strategies for addressing the need, a variety of delivery systems, and demographic diversity. A last factor that contributes to the final list of applications recommended for awards is the statutory provision that approved programs and projects reflect an appropriate geographic distribution throughout the Nation (§160f.10 (a)(4)).

The following sections of this report provide information regarding characteristics of applications, funded projects, and projected programs and products developed in fiscal year 1976.


STATE DISTRIBUTION - FISCAL YEAR 1977
Alaska
Hawaii
DC
Puerto Rico
Legend
G = General Grant
C = Continuation Grant
S = Small Grant

CHARACTERISTICS: PREAPPLICATIONS/APPLICATIONS/AWARDS

Information on the characteristics of preapplications, applications and funded grants is contained in the following sections of the report. Characteristics described are regional distribution, type of applicant, type of activity, level of education, special population groups, academic areas, and other concerns.

Preapplications

The Women's Educational Equity Act Program received 504 preapplications requesting a total of approximately $66 million. Preapplications were received from all 10 HEW regions. Almost 40 percent of the preapplications were submitted by institutions of higher education, both public and private; approximately 30 percent were submitted by private nonprofit organizations. Local education agencies, State education agencies, community colleges, and individuals submitted the remaining 30 percent. Preapplications addressed the activities mandated by the legislation. The activities most often proposed were: educational administration, development of educational materials, activities for women in vocational education, career education, and physical education. The proposed projects spanned every level of education.

Following the review of preapplications, 124 preapplicants from all 10 HEW regions were invited to submit final applications. Invitees included 69 public agencies, 53 private nonprofit organizations, and 2 individuals.

General Grants

Many applicants did not participate in the preapplication process and submitted only a final application. The number of applications for general grants totalled 334, more than twice the number of invited preapplications. At a total of $30 million in fund requests, applications represented all 10 HEW regions, all levels of education, types of applicant and types of activity. The Women's Educational Equity Act Program funded a total of 36 new general grants in the 1977 fiscal year at the amount of $2,884,814.

Chart I: HEW Regional Distribution of Applications and Awards
- General Grants -

CHART I

HEW Region	AMOUNT REQUESTED Number of Applications Received	AMOUNT AWARDED Number of General Grants	AMOUNT AWARDED Number of Continuations
I	$3,396,165 35 applications	$279,930 3 awards	$172,885 1 award
II	$6,399,158 65 applications	$504,164 6 awards	$112,009 1 award
III	$4,303,996 43 applications	$438,941 6 awards	$447,370 4 awards
IV	$3,328,585 37 applications	$280,456 4 awards	$206,621 2 awards
V	$2,913,904 38 applications	$235,788 3 awards	$640,234 5 awards
VI	$2,378,797 22 applications	$238,966 3 awards	$153,849 1 award
VII	$1,454,333 18 applications	$183,012 2 awards	$216,047 2 award
VIII	$1,559,729 18 applications	$172,845 2 awards	$87,404 1 award
IX	$4,059,072 43 applications	$513,912 6 awards	$109,587 1 award
X	$1,369,834 15 applications	$36,800 1 award	$268,056 2 awards
TOTALS	$31,163,573 334 applications	$2,884,814 36 awards	$2,414,062 20 awards

The largest number of applications submitted by a single region was 65, by Region II. Regions III and IX followed closely with 43 applications each. Six new grants were given to each of the three regions. Regions III and V received the most continuation awards.

Chart II: Number of Applications and Awards by Type of Applicant
- General Grants -

CHART II

Type of Applicant	Number of Applications Received	Number of New General Grants Awarded	Number of Continuations Awarded
Local Education Agencies	48	4	3
State Education Agencies	14	1	2
Other Public Agencies	9	3	1
Public/Private Institutions of Higher Education	123	11	9
Community/Junior Colleges	23	3	1
Women's Private Nonprofit Organizations	36	5	2
Other Private Nonprofit Organizations	71	9	2
Individuals	10	0	0
TOTAL	334	36	20

More than one-third of the applications were submitted by institutions of higher education and they received nearly one-third of all new general grant awards. Private nonprofit organizations accounted for nearly one-third of the applications and more than one-third of the new general grant awards. Forty-five percent of the continuation awards went to institutions of higher education.

Chart III: Number of Applications and Awards by Type of Activity
- General Grants -

CHART III

Type of Activity	Number of Applications Received	Number of New General Grants Awarded	Number of Continuations Awarded
Development of Educational Materials	233	12	11
Pre-service/In-service Training	98	9	13
Research and Development	51	2	3
Guidance and Counseling	95	5	9
Adult Women	79	4	10
Vocational Education, Career Education, Physical Education, Educational Administration	155	7	7

Most activities mandated were addressed in applications, of which approximately 70 percent contained a component for development of educational materials. Fifty percent of the proposals focused on women in vocational education or career education. Chart III displays the number of project applications and awards emphasizing each activity as specified by the legislation. Many applications covered more than one activity, so that total entries vary.

Chart IV: Number of Applications and Awards by Level of Education
- General Grants -

CHART IV

Level of Education	Number of Applications Received	Number of New General Grants Awarded	Number of Continuations Awarded
Preschool	25	5	0
Elementary	20	7	6
Secondary	38	8	6
Elementary/Secondary	60	4	3
Postsecondary	72	8	9
Adult/Continuing	146	4	1
Other	20	0	2

Of the activities proposed, approximately 44 percent targeted populations in adult and continuing education. Activities designed for preschool, elementary and secondary students were the focus of 43 percent of the applications received. Many applications proposed multilevel projects. Chart IV provides a description of the level of education for applications and new and continuation awards.

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Chart V: Number of Applications and Awards by Special Population Groups
- General Grants -

CHART V

Special Population Groups	Number of Applications Received	Number of New General Grants Awarded	Number of Continuations Awarded
Race/Ethnic Origin			
American Indian	29	7	3
Asian and Pacific American	28	4	1
Black	67	7	7
Hispanic	71	10	3
Minorities in General	63	11	5
Residence			
Urban	53	8	3
Suburban	13	1	1
Rural	63	1	3
Other Populations			
Handicapped	3	2	0
Low Income	66	4	0
Mature	20	2	0
Offenders	8	1	2
Single Head of Household	36	0	0

Among the applications received were proposals to address the needs of special population groups. These groups are categorized by race/ethnic origin, age, socioeconomic status or residence. Chart V describes the data concerning these groups.

Applications included proposals for projects in specific academic disciplines. Vocational or career education was identified in 108 projects. Ten to 15 projects included the following: business/finance, law, life planning skills, mathematics, physical education and technological fields. Other academic areas emphasized were art, engineering, history, language arts, medicine, science and social sciences.

Small Grants

The Women's Educational Equity Act Program received a total of 194 applications for small grants. Requests for funding totalled nearly $2.7 million. Most small grant applications focused on two of the major activities mandated by the legislation, the development of materials and pre-service and in-service training. Approximately 37 percent of the small grant applications were received from institutions of higher education, both public and private. Individuals submitted 20 percent of the applications. Chart VI presents a summary of the small grant applications received and awarded by type of applicant.

Chart VI: Number of Applications and Awards by Type of Applicant
- Small Grants -

CHART VI

Type of Applicant	Number of Small Grant Applications Received	Number of Small Grants Awarded
State Education Agencies	4	1
Local Education Agencies	22	6
Public/Private Institutions of Higher Education	72	8
Community Colleges	20	1
Women's Private Nonprofit Organizations	16	2
Individuals	39	6
Other	21	3
TOTAL	194	27

Chart VII: HEW Regional Distribution of Applications and Awards
- Small Grants -

CHART VII

HEW Region	AMOUNT REQUESTED Number of Applications Received	AMOUNT AWARDED Number of Small Grants
I	$306,182 21 applications	$29,882 2 awards
II	$384,235 28 applications	$19,085 2 awards
III	$362,817 25 applications	$29,547 2 awards
IV	$309,081 21 applications	$58,560 4 awards
V	$239,430 20 applications	$65,202 5 awards
VI	$178,000 11 applications	$14,996 1 award
VII	$107,127 10 applications	$34,879 3 awards
VIII	$119,516 8 applications	$30,000 2 awards
IX	$526,981 38 applications	$58,860 4 awards
X	$151,363 12 applications	$25,523 2 awards
TOTALS	$2,684,732 194 applications	$366,534 27 awards

Chart VII shows that awards were unevenly distributed across HEW regions, ranging from one award in Region VI, Dallas, to five awards in Region V, Chicago.

Chart VIII: Number of Awards by Type of Activity, Level of Education, and Special Population Groups

- Small Grants -

CHART VIII

Major Categories	Number of Small Grants Awarded
Type of Activity:*	
Development of Educational Materials	22
Pre-service and In-service Training	20
Research and Development	3
Guidance and Counseling	13
Adult Women	9
Vocational Education, Career Education, Physical Education, Educational Administration	9
Level of Education:	
Preschool	2
Elementary	2
Secondary	6
Elementary/Secondary	3
Postsecondary	5
Adult/Continuing	5
Kindergarten - University	1
Postsecondary/Secondary	3
Special Population Groups:	
Black	1
Hispanic	1
Minorities in General	3
Other	2
All Populations	20

An examination of Chart VIII shows that the majority of grant activities were focused on development, training, and guidance and counseling. Grants were quite evenly distributed by level of education with slightly more emphasis on secondary, postsecondary, and adult education. Roughly one-fourth of the grants focused on special populations.

* Type of activity by number of awards reflects the number of grants engaged in multiple types of activities.

Among the funded small grants, concerns which received special emphasis were: low-income individuals, Title IX, parents, community and school boards. Small grants were funded in the academic areas of: mathematics/ science, social sciences, vocational and career education, and physical education.

Summaries of all funded projects are provided to inform the public of the activities undertaken to promote women's educational equity. The summaries are arranged in alphabetical order by State in each of the following categories: general grants, continuations, and small grants. The summaries include the project identification, amount awarded, duration of the project, project director, and a description of goals, activities, and anticipated products.

Following the Project Summaries is a matrix of print and nonprint products being developed in each of the 67 projects funded in fiscal year 1976. The members of the Women's Program Staff are also identified.

PROJECT SUMMARIES

GENERAL GRANTS

RURAL WOMEN OPPORTUNITY CENTER
CAREER/VOCATIONAL EDUCATION

Federation of Southern Cooperatives
Research and New Program Development
Post Office Box 95
Epes, Alabama 35460

Amount : $65,260
Duration: One Year
Director: Ms. Alice Paris
Phone : (205) 652-2260

To develop and validate a plan for educating rural women in the areas of vocational education which lead to greater employability and higher wages in their localities: to assist them in locating and entering institutions that offer specific areas of vocational education, and to receive job placement assurances from business and industries for women with vocational training. This plan will be packaged for easy transportability and replicability by potential users in similar locations around the country.

SOCIOLINGUISTICS
HIGH SCHOOL STUDENTS

Arizona State University
Department of Education
Technology/Laboratory Science
Box FLS, College of Education
Tempe, Arizona 85281

Amount : $39,904
Duration: One Year
Director: Dr. Alleen Pace Nilsen
Phone : (602) 965-2617

A study of the American language from a sociolinguistic viewpoint will be used as a means to help high school students recognize and understand sexism. A teaching unit will be developed and validated to be used in high school junior and senior English classes. Inexpensive supplemental teaching materials will be available for use with advanced high school students. Material will focus on language in relation to social issues and will lead to systemic change through developing awareness of the pervasiveness of sexism. The teaching unit will be of interest to both males and females and to people with diverse attitudes towards the feminist movement.

SOCIAL STUDIES/SEX FAIR MATERIALS
CURRICULUM GUIDES/SUPPLEMENTAL RESOURCES

Berkeley Unified School District
2414 Walnut Street
Berkeley, California 94709

Amount : $55,537
Duration: One Year
Director: Ms. Susan Groves
Phone : (415) 644-6274

To develop an increased awareness of women's roles in the United States and in world history and to sensitize junior high history teachers, students, and counselors in overcoming societal sex role stereotyping. Sex fair materials for social studies classes will provide role models to inspire goals in choosing a wider variety of career options and to recognize and understand the implications of sexism in society. Teachers will be provided with curriculum guides which will present factual data that can be integrated into existing texts. A variety of supplementary resources and an accompanying workbook with suggested student activities will be included.

CAREER GUIDANCE
EDUCATIONAL TELEVISION

Los Angeles Unified School District
Box 3307
Los Angeles, California 90051

Amount : $99,533
Duration: One Year
Director: Dr. Ruth Rich
Phone : (213) 625-6596

To explore new career opportunities for junior high girls through the use of educational television with related printed materials. In-service training for school personnel will be provided and will include a model program of special guidance activities, and a model parent education component. An advisory group composed of representatives from business, industry, institutions of higher education and the community will provide guidance and support to the project.

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COOPERATIVE HIGH SCHOOL/COLLEGE MODEL
SCIENTIFIC/TECHNICAL CAREERS FOR WOMEN

Mills College
Center for Career and Life Planning
and Dept. of Mathematics/Computer Science
Oakland, California 94613

Amount : $104,756
Duration: One Year
Director: Dr. Lenore Carol Blum
Phone : (415) 932-2700
Ext. 347

Mills College will develop a model for cooperation between college mathematics/science/career staff and junior and senior high school teachers, counselors and administrators through a science careers conference program designed for pre-college women students. Products will include the development of an outreach project and a handbook for science careers conference planning, and the production of two documentary teaching/training aid films to provide career information and role model identification.

DEVELOPMENT OF AN EVALUATION SOURCEBOOK
FOR WOMEN'S EDUCATIONAL EQUITY PROGRAMS

American Institutes for Research
Post Office Box 1113
Palo Alto, California 94302

Amount : $95,863
Duration: Two Years/First Year
Director: Dr. Carmen J. Finley
Phone : (415) 493-3550

To promote more comprehensive evaluations of projects in the area of educational equity for women by encouraging the use of valid and reliable assessment materials. Such evaluation will contribute to capacity building by assisting projects in developing effective products and programs. A sourcebook on instruments will be developed to measure key characteristics of projects and products whose purpose is to further educational equity for women. Included in the sourcebook will be a description of each instrument, sample items from the instrument, a users's guide, and indexes to assist the user in instrument selection. The user's guide will describe, in general terms, instrument development and validation and how to use the sourcebook.

RESOURCES FOR NONSEXIST EDUCATION

Center for Studies of the Person
1125 Torrey Pines Road
San Diego, California 92037

Amount : $118,319
Duration: One Year
Director: Mrs. Lynn Stuve
Phone : (714) 459-3861

To increase school community awareness of sex role stereotyping and to provide participants with incentives and tools for change. Workshop packets will be developed to meet the special needs and particular time demand of the following groups: high school students, student leaders, teachers, guidance personnel, administrators, classified school employees, parents, and community.

SPORTS MATERIALS AND ACTION CENTER
ELEMENTARY/SECONDARY/POSTSECONDARY/ADULT

Colorado Commission on Women
State Services Building
1525 Sherman Street, Room 600C
Denver, Colorado 80203

Amount : $59,000 (est.)
Duration: One Year
Co-Directors: Ms. Virginia Coyle
Ms. Diane Wendt
Phone : (303) 892-2821

To design materials, to develop an Action Center, and to conduct workshops in order to facilitate and improve educational opportunities for girls and women at all educational levels who are interested in exploring their sports potential. Products, to include a film, slide show and a poster, are intended to increase and improve sports participation opportunities by contributing to the development of sports related research, programs and implementation of Title IX, and by stimulating greater sports participation among girls and women.

COUNSELING AND TESTING INVENTORY
FOR WOMEN IN TWO-YEAR COLLEGES

American Association of Community
and Junior Colleges
Center for Women's Opportunities
Suite 410, 1 Dupont Circle, N.W.
Washington, District of Columbia 20036

Amount : $85,474
Duration: One Year
Director: Ms. Nancy Carol Eliason
Phone : (202) 293-7050

To research and design nonsexist aids for use in two-year colleges and by other appropriate change agents. Products will be a counselor's handbook, as well as a pamphlet containing an inventory of nonsexist information and recruitment/admissions practice with recommendations for implementation. Included will be a user evaluation/validation checklist to be returned to the Center for possible further action. Institutions chosen will include a varied ethnic, socioeconomic and cultural target population.

TEACHER EDUCATION TEXTBOOKS
ANALYZE FOR SEX BIAS/FORMULATE GUIDELINES

American University
School of Education
Washington, District of Columbia 20036

Amount : $47,301
Duration: One year
Co-Directors: Dr. Myra Sadker
Dr. David Sadker
Phone : (202) 686-2194

To content analyze the most widely used teacher education textbooks for sex bias; to formulate guidelines for nonsexist teacher education texts; to develop a pamphlet reporting these results and guidelines which may be utilized on a national scale by publishers, teacher education associations, teacher training institutions and leaders in women's educational equity.

NATIONAL SPORTS CLEARINGHOUSE
ELEMENTARY/SECONDARY/POSTSECONDARY/ADULT

Women's Equity Action League
Educational and Legal Defense Fund
733-15th Street, N.W., Suite 200
Washington, District of Columbia 20005

Amount : $89,722
Duration: Two Years/First Year
Director: To be selected
Phone : (202) 638-1961

To establish a national clearinghouse of information called SPRINT, the Sports Project Referral and Information Network to Achieve Educational Equity; to collect, organize, and synthesize information about relevant issues, model programs and projects and the changing status of women and girls in physical education and sports; to disseminate information and respond to requests for information, assistance and referral about Title IX and equity for girls and women in sports; and to stimulate participation in the formulation of public policy about sports and athletic programs at all levels of education.

ICES: A PROJECT OF INTERNSHIP CERTIFICATION
EQUITY-LEADERSHIP, AND SUPPORT

University of Kansas
School of Education
Lawrence, Kansas 66045

Amount : $128,468
Duration: Two Years/First Year
Director: Dr. Jerry D. Bailey
Phone : (913) 864-4432

To develop and validate a model which will utilize the resources of a State educational agency, the State professional administrators' organizations, and a university in order to enlarge the pool of certified women seeking administrative positions; develop training programs and experiences which will prepare participants to become clearly competent administrators; and promote the employment of the participants upon the completion of the training.

PHYSICAL EDUCATION/SECONDARY LEVEL
TEACHER EDUCATION MODULES

Eastern Kentucky University
Department of Physical Education
Lancaster Avenue
Richmond, Kentucky 40475

Amount : $73,425
Duration: 20 Months
Director: Dr. Ann Uhlir
Phone : (606) 622-3701

To develop instructional modules for physical education teachers in coeducational programs in order to reduce sex bias in instruction and program operation. The modules, designed for self-instruction, will be developed for pre-service and in-service teachers at the secondary level and can be adaptable for use in the classroom or for group discussion and interaction.

MANAGEMENT POSITIONS VIA VOLUNTEER EXPERIENCE
PART-TIME WORK ON TIME-SHARED BASIS

Goucher College
Center for Educational Resources
Towson, Maryland 21204

Amount : $42,730
Duration: Two Years
Director: Ms. Winnie Bordon
Phone : (301) 825-3300

To create a demonstration model which will arrange part-time placement of women in business administration positions. Through a program of counseling and course reinforcement, selected participants with extensive volunteer experience will be placed at a staff level where few women have traditionally worked. This model plans to alleviate discrimination by demonstrating that volunteer experience can be equated with traditional experience. It recognizes the special needs of a segment of the population (primarily women) who works on a part-time basis and will compare the effectiveness of one adult working full-time with two adults working in a similar capacity on a time-shared basis. A workbook will be produced to faciliate model replication.

MATH CAREERS FOR URBAN WOMEN
DEVELOP AND TEST CURRICULUM MODULES

Boston Community Schools Board, Inc.
73 Hemenway Street
Boston, Massachusetts 02115

Amount : $70,800
Duration: One Year
Director: To be selected
Phone : (617) 266-9390

The Boston Community Schools Board, Inc., in conjunction with Boston University School of Education will conduct a Mathematics Careers for Women project. Focus will be on the development and testing of a curriculum model aimed at helping urban women overcome anxiety about mathematics and related fields when making career decisions for entering the job market. The curriculum modules will be developed and tested in five community schools in the Boston area. Results will be applicable for use in any urban area in the country. Four curriculum modules will be developed, three of which will be built around the concept of providing program participants with the necessary math related conceptual skills. These three will focus on the three cluster employment areas that will be taught during the course of the program: business/office skills, marketing/distribution, and related technical occupations. The fourth module will focus on a series of counseling and career awareness workshops.

STUDENT INVOLVEMENT
STATE POLICY MAKING

Massachusetts Department of Education
Bureau of Student Services
31 St. James Avenue
Boston, Massachusetts 02116

Amount : $145,900
Duration: Two Years/First Year
Director: Ms. Kathleen Atkinson
Phone : (617) 727-5754

The Massachusetts State Department of Education, through Project SCEE (Student Commitment to Educational Equity) will conduct a program designed to involve high school students in the elimination of educational inequities in secondary schools. Its primary goal is to develop student awareness of the implications, underlying assumptions, and the rights guaranteed by Title IX. Through the Women's Educational Equity Act Program funding in 1976, the Massachusetts State Department of Education developed models of student leadership and participation in the implementation of Title IX. In the next two years Project SCEE will complete the implementation and validation of additional models and materials for student leadership and involvement. Students will participate in the process of institutional change at the state and local levels so as to eliminate sex role stereotyping and sex role socialization. Products to be developed, a manual, a case book, and a handbook, will provide local school systems, State departments of education, parent groups, and student groups with the capability to actively involve high school students in the implementation of Title IX and in the elimination of the effects of sex role stereotyping in school curriculum and practice.

COMMUNITY COLLEGE COUNSELOR TRAINING
PROJECT FOR RETURNING WOMEN

Delta College
University Center, Michigan 48710

Amount : $28,020
Duration: One Year
Director: Ms. Margaret W. Whittake
Phone : (517) 686-0400

To develop and demonstrate a model for increasing the skills of community college counselors for serving women who return to the educational system after a lapse of time. Emphasis will be on developing the counselors' understanding of the needs, attitudes and circumstances of the returning women as well as training in suitable counseling techniques. A workshop format utilizing videotapes, simulations and role playing, will be designed, piloted, evaluated and field-tested. This package can be used by other instructional agencies to implement training workshops with the result being improved counseling services to returning women as well as increased retention and completion rates in the pursuit of their educational goals.

INTEGRATING MINORITIES
INTO NON-SEX BIASED CURRICULUM

Independent School District #625
Urban Affairs Department
360 Colborne Street
St. Paul, Minnesota 55102

Amount : $89,197
Duration: Two Years/First Year
Director: Ms. Gloria L. Kumagai
Phone : (612) 298-5895

To enable a group of elementary, secondary and postsecondary school systems to collaborate on the development of a model to increase cultural diversity on non-sex biased curriculum by integrating minority women curriculum, such as Asian American, Black American, Hispanic and Native American into existing curriculum systems. In-service training will be emphasized.

LEADERSHIP DEVELOPMENT IN RURAL AREAS
COORDINATE LOCAL/STATE EDUCATIONAL AGENCIES

Montana School Boards Association
501 North Sanders
Helena, Montana 59601

Amount : $113,845
Duration: Two Years/First Year
Director: Ms. Lois Sindelar
Phone : (406) 657-2172

To increase the number of women represented in leadership positions at all levels of education. Through a program of training designed to be compatible with problems of rural geography, placement opportunities will become realistic for an increased number of applicants for administrative positions. This project will coordinate the efforts of the State university, local school districts and the State Department of Education to reach the project goals.

RURAL STATEWIDE POSTSECONDARY TRAINING MODEL
CONFERENCES/WORKSHOPS

University of Nebraska-Lincoln
Teachers College
214 Henzlik
Lincoln, Nebraska 68588

Amount : $54,544
Duration: Two Years/First Year
Director: Ms. Sheila Collins
Phone : (402) 472-1494

To develop a statewide training model to enhance educational equity for women in rural postsecondary educational institutions. Participants will be professional educators, administrators and counselors together with rural women in the working conferences. Subsequent conferences and workshops will discuss design and apply strategies of change to implement women's educational equity programs and policies within the participating rural postsecondary institutions. A working network of communications between and among community and technical college educators, rural women and women's equity agencies and organizations in the State, will be one of the results of this project.

247-838 O - 77 - 5

WOMEN IN THE TECHNOLOGIES
CAREER COUNSELING/POSTSECONDARY

Middlesex County College
Division of Community Services
Woodbridge Avenue
Edison, New Jersey 08817

Amount : $78,425
Duration: One Year
Director: Ms. Anita Voorhees
Phone : (201) 548-6000
Ext. 350

A community oriented multipurpose counseling effort designed to overcome the sex stereotype caused barriers that prevent women from entering many technical careers. Mature and adolescent women with a potential interest in technological careers will learn to assess their goals, strengths, limitations and the necessary steps toward the realization of self-determined technological career objectives. Features of the program will be individualized counseling, self-assessment seminars, job seeking development, hands-on exposure to technologies, academic and financial aid counseling, academic skill building and career experience camps.

TEACHER EDUCATION MODULES
ELEMENTARY/SECONDARY LEVELS

Women Educators
Post Office Box 218
Red Bank, New Jersey 07701

Amount : $82,340
Duration: One Year
Director: Dr. Patricia B. Campbell
Phone : (201) 870-3000

To develop and validate six inexpensive multimedia instructional modules on sex roles and stereotyping oriented toward specific areas of teacher education at the elementary/secondary levels (i.e., special education, early childhood education). The instructional units will include audio-tapes, transparency masters, handouts, and a bibliography. These materials can be used as supplementary materials in workshops and/or classes or they can be combined to form a complete course on promoting educational equity for men and women. The target population will be teachers, teacher educators and in-service directors.

CURRICULUM DEVELOPMENT/FIFTH GRADE MODEL
COUNTERACT INSTITUTIONAL DISCRIMINATION

Council on Interracial Books for Children, Inc.
1841 Broadway
New York, New York 10023

Amount : $81,575
Duration: Two Years/First Year
Director: Ms. Beryle Banfield
Phone : (212) 757-5339

To develop, test, refine, retest, and produce a model fifth grade curriculum which will be designed to increase students' understanding of institutional discrimination--both sex and race--and to develop students' motivation and ability to challenge institutional inequities in education and in society. Products will consist of filmstrips, discussion guides, and other learning materials all of which will be designed so that its use in the field will not require any special teacher training.

LIFE AND CAREER CHOICES
FOR ADULT WORKING CLASS WOMEN

LaGuardia Community College
Division of Cooperative Education
31-10 Thomson Avenue
Long Island City, New York 11101

Amount : $104,915
Duration: One Year
Director: Ms. Audrey Branch
Phone : (212) 626-8546

A model in life and career choices for adult working class women, a work/experiential education program, will be developed to provide adult low-income women with structured experience in the workplace, coupled with intensive campus-based support. Materials to facilitate program delivery and replicability include a comprehensive work experience curriculum, basic academic courses redesigned for working class women, a staffing and staff training model, resulting handbooks and curricular materials.

EARLY CHILDHOOD TEACHER TRAINERS
TRAINING MODEL/MANUAL

Women's Action Alliance, Inc. (WAA)
Nonsexist Child Development Project
370 Lexington Avenue
New York, New York 10017

Amount : $86,899
Duration: One Year
Director: Ms. Barbara Sprung
Phone : (212) 532-8330

A training model for early childhood teacher trainers will be developed for training the trainers of preschool personnel in techniques to foster nonsexist early childhood education. By training trainers who in turn will train the many teachers who work directly with children and parents, the scope and outreach will be very broad. This model will be developed by working with an early childhood training network which encompasses both urban and rural areas within one HEW region. After completion of the program, those trainers who participated in the project will be able to train their colleagues in other regions. A training manual will be produced which can be used in conjunction with two training films produced by WAA under a Women's Educational Equity grant in 1976-77. These products will make it possible for trainers to implement a complete nonsexist early childhood education training program.

CAREER EDUCATION
INTERDISCIPLINARY USE OF MATH IN CAREER CHOICES

University of Oklahoma
S.W. Center for Human Relations Studies
555 Constitution Avenue
Norman, Oklahoma 73037

Amount : $60,630
Duration: Two Years/First Year
Director: Ms. Carole H. Hardeman
Phone : (405) 325-1711

To design, develop, and validate a middle school curricular model that will enhance young women's and men's understanding of interdisciplinary uses of mathematics in career choices. Materials will be designed with acute awareness of the importance of the learner's self-concept and self-image. Students will learn the relationship of mathematics and fine arts, physical and biological sciences, language arts, social sciences and the practical arts. Each interdisciplinary area will include an extensive overview of related careers and successful women role models and will be developed into a comprehensive instructional curricular model. This approach is designed to curtail the "feminine math anxiety" syndrome that young women develop in the trans-adolescent stage. The above six instructional modules will include audiotapes, slides, transparencies and/or film strips, and an accompanying booklet for teacher or student for individual study, student activities and an inquiry-approach oral presentation.

CAREER GUIDANCE MATERIALS FOR PARENTS

Pennsylvania Commission for Women
Governor's Office
512 Finance Building
Harrisburg, Pennsylvania 17120

Amount : $78,675
Duration: One Year
Director: Ms. Mary R. Keeney
Phone : (717) 787-8128

To develop and evaluate a Parent Outlook Program which will create guidance tools for parents relating to their influence in their daughter's career choices. Materials will include a film, a fact book for parents, and a teacher/counselor guide designed to provide information and insight to parents to encourage their active support of their daughter's career exploration and vocational education decision making. The goal is to increase the vocational education of their daughters and to reduce resistance to nontraditional training for young women.

CONTINUING EDUCATION/STRATEGIES FOR MOTHERS
COMPREHENSIVE PACKAGE

KNOW, Inc.
Box 86031
Wilkinsburg, Pennsylvania 15221

Amount : $95,640
Duration: One Year
Director: Dr. Gloria R. Fragier

To research problems which mothers of particular structural circumstances encounter when they try to further their training or education; to analyze and evaluate the strategies the women use to resolve their problems. A series of booklets will be developed for personnel who administer training and educational programs, institutions that train counselors, and groups which disseminate information to women about educational and career possibilities.

HISTORY CONTRIBUTIONS OF HISPANIC WOMEN
SOCIAL STUDIES/ELEMENTARY EDUCATION

Commission for the Improvement
of Women's Rights
Ponce de Leon Avenue, #1608
Santurce, Puerto Rico 00910

Amount : $70,010
Duration: One Year
Director: Dr. Isabel Pico
de Hernandez
Phone : (809) 722-2857

To develop six illustrated pamphlets for elementary (1-6) school teachers, designed to supplement the omissions and distortions of women in the Spanish Reading, Social Studies, and History Series used in all public schools and most private schools in Puerto Rico, and in Spanish-English bilingual programs in the United States of America. This project will create a new image of adult women and a wider range of adult role models for young girls of Spanish-speaking groups. Girls of all racial and ethnic minority groups will be able to understand the roles that their foremothers have played in the development of society.

WOMEN IN CRIMINAL JUSTICE
STAFF DEVELOPMENT/PRE- AND IN-SERVICE

University of South Carolina
College of Criminal Justice
Columbia, South Carolina 29208

Amount : $63,771
Duration: One Year
Director: Dr. T. Antoinette Ryan
Phone : (803) 777-6504

To develop a model training program with implementing materials and to prepare a group of correction personnel for planning, implementing and evaluating programs of pre- and in-service training to achieve educational equity for women employed in criminal justice. A trainer's guide with training modules will be produced. A model program will be developed for implementation in the field of criminal justice but the approach employed and the basic principles implemented in the program design will make it possible for other populations to use it.

REEDUCATE HIGHER EDUCATION FACULTIES
AND PRACTITIONERS IN THE FIELD

University of Tennessee
Department of Educational Psychology
and Guidance
Knoxville, Tennessee 37916

Amount : $78,000 (est.)
Duration: One Year
Director: Dr. Patricia Ball
Phone : (615) 974-5131

To continue efforts of the Appalachian Center for Educational Equity (ACEE) in developing, implementing, and validating an exemplary, sex fair model training program for leaders in the field of educational psychology, career education, and personal and vocational counseling. This project was funded under the WEEA during 1976. During this year the ACEE project will focus on capacity building by further development and refinement of course modules and materials that would serve to reeducate faculties in higher education and to reeducate practitioners in the field. Additional field testing will be conducted in academic departments, institutions of higher education, public schools and women's centers in the Southeast.

EMPLOYMENT RESOURCES
TRAINING SERVICES MODEL

Women's Center of Dallas
3107 Routh Street
Dallas, Texas 75201

Amount : $81,924
Duration: One Year
Director: Ms. Geri Hair

To develop and validate employment resources and training services programs for underemployed, minority, blue-collar and career changing women, including displaced homemakers and reentry women. The model will specifically address the need for special educational activities and support services. A development plan in the form of a manual will be produced to be used by women's centers, colleges and universities, State and local agencies, and volunteer organizations.

ASSIST PUBLIC AND COMMUNITY AGENCIES
DEVELOP PROGRAMS FOR LOW-INCOME AND WELFARE WOMEN

National Chicana Foundation, Inc.
Special Projects
Post Office Box 7306
San Antonio, Texas 78207

Amount : $96,412
Duration: One Year
Director: Ms. Deluvina Hernandez
Phone : (512) 224-7528

To develop a curricular/career model in order to assist public and community agencies and educational institutions in offering educational and training programs for low-income and welfare women, especially those who head households and those who are of ethnic, racial, or cultural minority groups. Products will be a handbook and a set of five black and white videotapes of 20 minutes duration each. Tapes will demonstrate in lifelike settings the discussions contained in the handbook emphasizing a variety of options for low-income and welfare women. The handbook and videotape set will be used in training workshops to be convened in San Antonio, Los Angeles, and Washington, D.C. Participants will represent a cross section of rural, urban, cultural, and racial as well as varying professional backgrounds. Workshops will offer an ideal opportunity for a comparative evaluation design.

RURAL SECONDARY SCHOOLS/COMMUNITY
CAREER SKILLS AND AWARENESS

Washington County/Youth Service Bureau, Inc.
Post Office Box 525
Montpelier, Vermont 05602

Amount : $63,230
Duration: One Year
Director: Mr. Ned Strauss
Phone : (802) 229-9145

To develop materials and training packets applicable to rural and small town areas in order to create the skill levels in young women and men enabling them to obtain educational equity in the high schools. The concept of "Peer Counseling" will provide the basis for most of the materials. Four training manuals for rural high school students, school personnel, community persons and families will be developed, field-tested, and validated. This model program will also include the development of a trained community network of persons to support this effort.

MODULE VALIDATION
INSTRUCTIONAL MATERIALS

Highline School District #401
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166

Amount : $36,800
Duration: One Year
Director: Ms. Lena LeRae Glennon
Phone : (206) 433-2454

To field-test, revise and package four sets of modules to reduce sex role stereotyping and increase the career aspirations of female students. The effectiveness of these modules with urban, rural and minority students in school districts in western Washington will be tested. Field-testing will be initiated through workshops and demonstrations to be given by the project director and teachers who have developed and used the materials. These training sessions will acquaint participants with the available modules, demonstrate their use with students and establish field-test sites and testing schedules.

MATH EDUCATION
TRANSPORTABLE VIDEO MODULES

University of Wisconsin
School of Education
225 N. Mills
Madison, Wisconsin 53706

Amount : $118,571
Duration: Two Years/First Year
Director: Ms. Elizabeth Fennema
Phone : (608) 263-5141

To develop and validate four easily transportable video modules dealing with sex typing in mathematics. Each module will be directed toward a different audience--teachers, counselors, parents, and high school students. The modules will be easily duplicated on videotape and may be used without supporting personnel in any setting. The modules will be focused on providing knowledge and changing behavior in relation to spatial visualization ability, usefulness of mathematics, stereotyping mathematics as a male domain, confidence in learning mathematics, attitudes of parents, teacher and counselor treatment of males and females and sex stereotypes in instructional materials.

CONTINUATION GRANTS

MEDICAL ACADEMIA MODEL LEADERSHIP TRAINING

American Medical Women's Association
2302 East Speedway
Suite 206-A
Tucson, Arizona 85719

Amount : $110,617
Duration: Two Years/Second Year
Director: Dr. Marlys Witte
Phone : (602) 795-2677

To establish a model system to develop women leaders in medical academia. Through concurrent programs of research and action, the inequities for female policy and decision makers in academic medicine will be documented. Curriculum development at the University of Arizona Medical School in Tucson will serve as the core of the model designed to provide potential leaders with specialized training that will ultimately influence institutional policy and create role models for aspiring female administrators.

The research component will compile data showing the numbers and percentages of women in medical academia. Through survey techniques, an attempt will be made to determine attitudes toward women M.D. academicians. An in-depth follow-up of the participants who attended the first year's leadership workshop will be conducted to determine the achievements of workshop objectives. A second leadership workshop will be developed to provide additional training for capacity building activities at other medical institutions.

PROFESSIONAL AGRICULTURE INSTITUTIONAL CHANGE

Colorado State University
College of Agriculture
Fort Collins, Colorado 80523

Amount : $87,404
Duration: Two Years/Second Year
Director: Dr. Charles W. Basham
Phone : (303) 491-7149

To investigate the circumstances surrounding inequities and sex role stereotyping within the field of professional agriculture and to initiate the process of institutional change at the curricular, career preparation, and career exploration levels. The specific target population will be the present enrollment of students in the College of Agricultural Sciences at Colorado State University. Project objectives will include: to develop a data base which will include needs assessment and vocational/personal student profiles for currently enrolled agricultural science students; to establish curriculum structure guidelines that incorporate academic preparation requirements for successful career development; to create an integrated model for career counseling

of women agricultural students; to conduct seminars for agricultural science faculty members; to develop a model course for female and male agricultural science students in order to present effective role models and career development strategies, as well as material for self-awareness and development.

APPRENTICESHIP TRAINING ENTRY
ADVANCED CAREER PREPARATION

Center for Human Services
5330 Wisconsin Avenue, N.W.
Suite 1600
Washington, District of Columbia 20015

Amount : $180,974
Duration: Two Years/Second Year
Director: Dr. Avis Y. Pointer
Phone : (301) 654-2550

This project, jointly submitted by the Center for Human Services (CHS) and the Graphic Arts International Union (GAIU) and the Union Employees of America, Printing Industries of America, is an outreach program which will enable local union committees to identify women who wish to obtain advanced career preparation and to become involved in apprenticeship programs. The project will be conducted at demonstration workshops in Atlanta, Georgia, and the District of Columbia. A needs assessment and pre-survey have been conducted and a model training program is being designed and will be delivered to workers at worksites and to appropriate management and officials. The GAIU Educational and Retraining Program is a union program operated in cooperation with management.

WOMEN OFFENDERS/MINORITIES/OTHERS
CAREER DEVELOPMENT MODEL

Miami-Dade Community College
Career Development Department
11011 S.W. 104th Street
Miami, Florida 33176

Amount : $123,585
Duration: Three Years/Second Year
Director: Dr. Barbara A. Greadington
Phone : (305) 596-1348

To design and develop a comprehensive career development model with emphasis on women offenders and major factors in the stage of transition from the correction institutions to the community outside. Attention will be directed to the needs of minority groups, primarily Blacks and Latins. In addition to career development courses, workshops, assertiveness training seminars, and counseling, products will include a comprehensive career development model for women offenders as well as the female population in general, techniques for creating interest in nontraditional careers, and counseling techniques for ex-offenders.

COLLEGE LEADERSHIP TRAINING
LIFE CAREER EFFECTIVENESS

Barat College
Office of the President
700 Westleigh Road
Lake Forest, Illinois 60045

Amount : $77,857
Duration: Three Years/Second Year
Director: Dr. Sallyann Poinsett
Phone : (312) 234-3000
Ext. 309

To develop a model leadership training program, appropriate to the needs of undergraduate college women, to increase career and life effectiveness. Focus will be on the identification of skills and related training as well as the development of an integrated, sequential leadership program capable of assisting women in bridging the gap between educational preparation and occupational attainment. Special attention will be given to diversities among women based on age, ethnicity, field of study and future plans.

Project WILL: Women in Leadership Learning will investigate, identify and compile an inventory of attitudes and skills development resources relevant to life career effectiveness. WILL will conduct a series of courses and workshops to test skill development and leadership training approaches and evaluate the training. Participants will be undergraduates of varying ages, ethnicity, and fields of study.

HANDS-ON ENGINEERING PROGRAM
CAREER PREPARATION MODEL

Purdue University
Department of Freshman Engineering
West Lafayette, Indiana 47907

Amount : $65,097
Duration: Two Years/Second Year
Director: Dr. William K. LeBold
Phone : (317) 749-2594

To design a model program for women who traditionally have not entered the field of engineering. After the planning phase, the model was conducted in the spring of 1977, and an evaluation phase in the summer and fall of 1977. Focus will be on providing hands-on engineering experiences and career counseling in role model experiences for women entering the engineering field. Supplementary counseling will also be provided to meet the special needs of minority participants. Comparative data will be collected from men entering the engineering field.

ADMINISTRATIVE LEADERSHIP
HIGHER EDUCATION

Wichita State University
1845 Fairmont
Wichita, Kansas 67208

Amount : $137,888
Duration: Two Years/Second Year
Director: Ms. Carol W. Konek
Phone : (316) 689-3419

To develop an exportable model designed to enhance the entry of women into administrative leadership positions in higher education and to insure their continued mobility and success in such positions. Through a series of workshops and seminars structured for men and women university personnel of administrative and faculty rank, attitudinal change is anticipated regarding the administrative potential of women at the point where initial impact of such changes would be most potent. A test instrument unbiased by the traditional images of sex roles and language to be used by prospective women administrators for self-assessment and documentation of administrative potential will be validated. A detailed training manual will also be developed.

MULTIMEDIA TRAINING MODULES
ELEMENTARY/SECONDARY/POSTSECONDARY

University of Minnesota
Psychoeducational Studies
249 Burton Hall
Minneapolis, Minnesota 55455

Amount : $191,862
Duration: Two Years/Second Year
Director: Dr. L. Sunny Hansen
Phone : (612) 373-0202

To enable a group of elementary, secondary and postsecondary school systems to collaborate on the development of a transportable training model and multimedia training modules that will help reduce sex bias in educational institutions. The models and modules will assist teachers, parents, counselors, and teacher and counselor educators to become skillful and sensitive facilitators of change in the area of career related sex role stereotyping. Products will include collaborative training models with process and content components related to career options in selected elementary and secondary schools, community colleges, a vocational technical institute, a four-year college, and the university; a series of color video cassettes with viewer's guides and a parent module, particularly for elementary and secondary school settings, will be used as part of the training model.

EXPANDING CAREER OPTIONS
RURAL COUNSELORS/ADMINISTRATORS

Nebraska Commission on the Status of Women
301 Centennial Mall South
Lincoln, Nebraska 68509

Amount : $78,159
Duration: Two Years/Second Year
Director: Ms. Twila Christensen-liggett
Phone : (402) 471-2039

To provide guidance counselors and administrators with a process to help students identify and respond to changes in roles and responsibilities. A unique emphasis will be placed on expanding resources for counselors in rural settings. Leaders' and trainers' manuals will be developed for nationwide utilization in small rural school systems and in training workshops. Field-testing of materials will be emphasized in the second year.

RURAL HIGH SCHOOL WOMEN
CAREER ENTRY

Dartmouth College
Options Project
Hinman 6021
Hanover, New Hampshire 03755

Amount : $172,885
Duration: Two Years/Second Year
Director: Dr. Faith Dunne
Phone : (802) 436-2363

To assist rural high school women in career entry in three ways: to develop a needs assessment on the career perceptions and attitudes of non-college-bound rural women in Vermont and New Hampshire; to create and evaluate a model for participant research which could be replicated elsewhere; and to design well-structured and vigorously evaluated curriculum packages specifically for rural women, which could be readily adopted in other rural areas.

IN-SERVICE TEACHER TRAINING
FOURTH AND FIFTH GRADES

Educational Testing Service
Educational Studies Division
Rosedale Road
Princeton, New Jersey 08540

Amount : $112,009
Duration: Two Years/Second Year
Director: Dr. Marlaine L. Lockheed
Phone : (609) 921-9000

To develop in collaboration with two New Jersey school districts an in-service teacher training module which will promote equality of action between girls and boys in the classroom. Teachers of fourth and fifth grade students will be trained to assess male-female behavior and to understand classroom procedures which will promote this equality; they will work on the development, implementation, and validation of the module.

Products will include a practitioner oriented review of the relevant research literature, a set of validated classroom activities, an evaluation guide for teachers for self-assessment of the impact of their interventions, and materials to facilitate the presentation of the module and to assess its impact.

STATEWIDE SYSTEMIC MODEL
ELEMENTARY/SECONDARY LEVELS

North Carolina Board of Education
Department of Public Instruction
Education Building
Raleigh, North Carolina 27611

Amount : $83,036
Duration: Two Years/Second Year
Director: Dr. Amanda J. Smith
Phone : (919) 733-3551

To develop a comprehensive statewide systemic model at the elementary/secondary levels in order to raise the levels of awareness and to change attitudes about sex bias in education through an emphasis on policies and procedures which foster sex role stereotyping and sex bias. Participants will include State consultants, administrators, personnel in the teacher education institutions of North Carolina and local community groups. Products will consist of an adaptable model suitable for use by any State agency, an introductory film on sex bias in education, a bibliography of relevant materials, a course outline and materials for a related formal college course.

SOPHOMORE HIGH SCHOOL STUDENTS
INDIVIDUALIZED CAREER PREPARATION

Case Western Reserve University
Department of Education
2040 Adelbert Road
Cleveland, Ohio 44106

Amount : $111,666
Duration: Two Years/Second Year
Director: Dr. Elyse S. Fleming
Phone : (216) 368-2192

To develop procedures for identifying the kinds of barriers that may be predicted to interfere with the fulfillment of the potential of talented sophomore high school students at the six school sites designated during the first project year. These locations reflect a variety of settings; public coeducation, independent and parochial schools, and diverse racial and family backgrounds. Strategies for removing those barriers have been designed and a handbook will be developed for guidance personnel who will be involved in all facets of the program from research to validation. A diagnostic battery has been constructed to provide an individualized career preparation program to meet the specific needs of adolescent students as they attempt to overcome those identified barriers. Opportunities will be provided for dialogue between students, community leaders, and university personnel who might serve as role models.

EDUCATIONAL LEADERSHIP PERSONNEL
MULTIMEDIA INSTRUCTIONAL MODULES

University Council for
Educational Administration
29 West Woodruff Avenue, Room 066
Columbus, Ohio 43210

Amount : $193,752
Duration: Two Years/Second Year
Director: Dr. Jack Culbertson
Phone : (614) 422-2564

To train administrators, policy makers, professors, graduate students and administrators-in-training within the educational system regarding inequities in educational opportunity which can be eliminated. Five multimedia instructional modules will be developed and validated to meet the special training needs of the five participating groups. A sixth module will be developed to synthesize those components of the five modules that are most effective and have the greatest impact on the participants.

STATE EDUCATIONAL SYSTEM
TEACHING CERTIFICATION

University of Oregon
Center for Educational Policy and
Management
1472 Kincaid Street
Eugene, Oregon 97401

Amount : $198,906
Duration: Two Years/Second Year
Director: Dr. Patricia Schmuck
Phone : (503) 686-5074

To implement a model for achieving sex equity in Oregon's public school management that can be replicated in other State systems of education. Structured to achieve six basic goals, the model will attempt to change attitudes and content of preparation leading to changes in individuals, administrative and policy making groups and institutions within the State.

New courses will be established and others restructured at two major State universities to include content on sex role socialization and stereotyping. Through collaboration with the State Department of Education, it is expected that these courses will become a requirement for teaching certification. A network of local school districts working in cooperation with the proposed State Advisory Board on Sex Equity in Education will assume responsibility for providing technical assistance for implementation of staffing policies consistent with concepts of equity and will provide for placement opportunities after the initial year. These activities will be further supported by research activities which will complete the model.

ADMINISTRATIVE LEVEL
LEA SYSTEMS APPROACH

Tredyffrin/Easttown School District
507 Howellville Road
Berwyn, Pennsylvania 19312

Amount : $91,930
Duration: Two Years/Second Year
Director: Ms. Marylyn E. Calabrese
Phone : (215) 648-0215

To develop and validate a comprehensive package for eliminating sex discrimination in the institutional structure, policies, and operations involving the total public school district. The systems approach at the administrative level will be taken with an emphasis on the processes within the institutional setting. Major activities will include the development and initial implementation of facilitation packets intended for use by other school districts. Forty-two school districts have been selected to participate in the validation to be accomplished during the second year of the project.

PRE-TRIAL INTERVENTION PROGRAM

Job Options, Inc.
112 Market Street
Harrisburg, Pennsylvania 17101

Amount : $96,743
Duration: Two Years/Second Year
Director: Ms. Marilyn B. Goldman
Phone : (717) 233-4509

To continue development of a program to intervene in the criminal justice system at the early stages and divert first-time offenders into jobs, education and training. The program will provide job training, employment counseling, and placement services to approximately 50 adult offenders. The placement emphasis is into nontraditional jobs, though up to now the majority of the job placements has been in traditional fields. A training course funded by the local prime sponsor of the Comprehensive Employment and Training Act (CETA) will be offered to alleviate this situation. A modular packet will be produced which will include two 15-minute cassette tapes, a set of slides and a 30-page booklet explaining this program and how to replicate it. A conference will be held in the spring of 1978 to demonstrate to women's organizations, employers, and criminal justice personnel how best to serve the special needs of women offenders.

IN-SERVICE/PRE-SERVICE TEACHER TRAINING
SKILLS TO COMBAT SEX DISCRIMINATION

West Chester State College
Department of Education and
Women's Institute
West Chester, Pennsylvania 19380

Amount : $77,723
Duration: Two Years/Second Year
Director: Ms. Debra Klinman
Phone : (215) 436-2122

To develop, validate and implement a 48-hour course consisting of 16 training modules for use in in-service and pre-service teacher training at the elementary, secondary, and postsecondary levels. Focus will be on the teachers and their attitudes and behavior as reflected in their teaching, as well as on the elimination of sex discrimination in curricular approaches and classroom structures. A college course on sex discrimination in the classroom will be produced.

LEADERSHIP TRAINING/RETRAINING
SECONDARY/POSTSECONDARY LEVELS

Education Service Center Region X
EPD Consortium D
Post Office Box 1300
Richardson, Texas 75080

Amount : $153,849
Duration: Three Years/Second Year
Director: Dr. Billy N. Pope
Phone : (214) 238-8179

To develop a viable leadership program in six fields at the secondary and postsecondary levels: educational leadership in educational administration, vocational education, career education, physical education, guidance and counseling and adult education. The project will address the need to restructure content of preparation in order to train individuals for leadership positions as well as retrain those already in decision making positions in educational institutions. Activities will include the development of training modules, the conducting of workshops and seminars, and the production of bibliographies and literature relative to women in administrative roles in education.

PHYSICAL EDUCATION MATERIALS
KINDERGARTEN THROUGH FIFTH GRADE

Western Washington State College
Physical Education Department
Bellingham, Washington 98225

Amount : $69,150
Duration: Two Years/Second Year
Director: Dr. Chappelle Arnett
Phone : (206) 676-3055

To field-test physical education materials developed during the first project year for kindergarten through fifth grade to eliminate sex bias and develop children's capacities. A process manual will also be tested and validated. The manual will be developed to clarify the process used so that teachers can adapt the materials to their particular local situation.

Competency based pre-service and in-service programs will be developed for teaching elementary school physical education and will be a vital part of a training program for personnel in participating school districts. Videotapes also will be used in a variety of content areas and will focus upon strategies of teaching nonstereotyped modes of interaction. The project will ultimately provide refined and validated materials to remedy discriminatory practices in elementary school physical education programs in diverse geographical areas including most regions of the country.

CURRICULUM MATERIALS RESOURCE CENTER
COUNSELING/JUNIOR, SENIOR HIGH LEVEL

Miles College
Eutaw Extension Campus
Post Office Box 31
Eutaw, Alabama 35462

Amount : $13,364
Duration: Two Years/First Year
Director: Ms. Schadell Woodridge
Phone : (205) 372-4675

To promote educational equity by establishing a curriculum material resource center which will serve five counties in west Alabama. The center will develop a limited capacity to serve as an open door counseling resource and referral center as a means of serving the counseling needs of women who are no longer in a formal education context. The curriculum will be designed for junior and senior high schools with particular emphasis on school counselors.

OVERCOME CULTURAL BARRIERS
SURVIVAL SKILL TRAINING FOR LOW-INCOME WOMEN

Women's Center of Tuscaloosa
2805 Seventh Street
Tuscaloosa, Alababma 35401

Amount : $14,926
Duration: One Year
Director: Dr. Elizabeth Meese
Phone : (205) 348-5782

To develop a model program for teaching survival skills to low-income adult women who have not completed their high school education. The objective is to break the self-reinforcing poverty cycle by teaching low-income women to overcome self-defeating cultural barriers. Survival skills, taught in an innovative fashion in order to develop a positive self-concept will include basic literacy, household economics, mathematics, budgeting and financial management, and assertiveness training. Curricular materials will be produced with a focus on skill exercises drawn from legal information, consumer rights, health care and household economics.

MODEL FOR DEVELOPING BIAS FREE
VOCATIONAL EDUCATION PROGRAMS

Department of Education
State of Alaska
Pouch F
Juneau, Alaska 99811

Amount : $15,000
Duration: One Year
Director: Ms. Roberta Dowell
Phone : (907) 465-2990

To develop a model for achieving educational equity for women in vocational education programs in small secondary rural schools. A product will be developed which will define guidelines for a small rural secondary school to follow when revising or building vocational education programs which eliminate sex discrimination, sex stereotyping. The final document will be distributed to all fifty-two school districts in Alaska and various educational organizations. It is anticipated that any rural secondary school will be able to use the model and make modifications as appropriate for the cultural values of the students within the community and develop vocational education programs which eliminate sex discrimination/sex stereotyping so that all students will have the opportunity to develop their own interests, abilities and talents.

MODEL ORIENTATION PROGRAM
TRAIN SCHOOL BOARD MEMBERS

Dr. Katherine A. Bemis/Dr. Val Sullivan
Post Office Box 125
Sanders, Arizona 86512

Amount : $14,400
Duration: One Year
Director: Dr. Katherine A. Bemis
Phone : (602) 688-2704

To develop and implement a model orientation program designed to meet the needs of women serving on school boards so they may become more effective. Products will include a program manual, an annotated bibliography relevant to school board roles and responsibilities, and a guide on how to develop a local orientation kit. The program will be field-tested in the State of Arizona.

SEX STEREOTYPING AWARENESS TOOL PROJECT (SSAT)
JUNIOR/SENIOR HIGH COUNSELORS AND EDUCATORS

New Directions for Young Women
2813 South 6th Avenue
Tucson, Arizona 85713

Amount : $14,460
Duration: One Year
Director: Ms. Carol E. Zimmerman
Phone : (602) 623-3677

To develop a complete package program including all instructional materials and programs necessary for counselors and educators to conduct classes on awareness of sex stereotyping at the junior and senior high school levels. SSAT is based on current statistical data geared to geographical and ethnical populations as well as to males and females.

EFFECTS OF CAREER INFORMATION DELIVERY SYSTEMS
HIGH SCHOOL STUDENT EDUCATIONAL/CAREER PLANS

School District No. 1
City and County of Denver
Division of Education
900 Grant Street
Denver, Colorado 80203

Amount : $15,000
Duration: One Year
Director: Ms. Mary Ann Parthum
Phone : (303) 837-1000
Ext. 546

A three-phase pilot project will be implemented in a selected senior high school in the Denver Public School System, which will provide base data for a career planning development curricula by sex, ethnic group, grade level and achievement level. Results will examine the effects of three different career information delivery systems on the educational and career plans of a random sample of 150 students. The extent to which each system enables students to begin to choose more freely among and benefit from current opportunities in the educational institutions and programs will be determined.

SCIENCE/MATHEMATICS EDUCATIONAL PROGRAM
IDENTIFY ROLE MODELS/CAREER OPPORTUNITIES

Ms. Sharon L. Menard
2348 North 107 Street
Lafayette, Colorado 80026

Amount : $15,000
Duration: One Year
Director: Ms. Sharon L. Menard
Phone : (303) 665-5240

To facilitate educational opportunities for girls and women who display ability and interest in science and mathematics. Curriculum resource materials for counseling and career education will be developed. Specific objectives include: to collect, review, and compile lists of resource persons, materials, and biographical sketches of women who are role models in science; to identify career opportunities and sources of financial assistance for training; to compile curriculum materials by grade level for career and counseling activities; to develop guidelines for conducting workshops with the project's curriculum materials; to test the materials for usefulness and appropriateness by schools of different sizes, urban and rural locations, and with different minority populations; and, to develop the least expensive method of dissemination of these curriculum materials.

CALIFORNIA COALITION SEX EQUITY IN EDUCATION CONFERENCE
CCSEEC - PHASE II

California State University, Fullerton
California Coalition for Sex Equity
in Education
School of Human Development & Community Service
State College Boulevard
Fullerton, California 92634

Amount : $15,000
Duration: One Year
Director: Dr. Barbara Peterson
Phone : (714) 870-3141

The California Coalition for Sex Equity in Education (CCSEE), in collaboration with the Arizona Coalition and other State agencies, will develop and conduct a total in-depth follow-up HEW Region IX training conference, so that identified specialists in Title IX issues can convene and further extend or refine existing materials related to the generic and application modules initially developed for the WEEAP Title IX Equity Workshops; review and exchange successful strategies and procedures used to implement the spirit as well as the letter of the law; and select and exchange materials and strategies which will meet the specific needs of the geographic area(s) and people they represent. The conference participants will be selected from those who have previously attended CCSEE conferences, the Arizona Coalition Council of

Chief State School Officers postsecondary conference, or those who are acknowledged as successful, experienced leaders for Title IX compliance efforts at either the K-12, community college or university level. This conference will provide a recognized dissemination network of specialists in all Title IX areas of concern; validation and suggested revision input for existing materials dealing with gender equity; and a collection and indexed set of practical strategies and procedures found to be effective as district/university staffs go about their compliance efforts.

BEHAVIORAL CHANGE TRAINING WORKSHOPS
MULTICULTURAL HIGH SCHOOL SETTING

Hartford Public School System
249 High Street
Hartford, Connecticut 06103

Amount : $14,890
Duration: One Year
Director: Dr. James Carter
Phone : (203) 243-9761

One hundred twenty secondary students will be selected to participate in three training workshops to assist them in changing behavior and values which in turn will enable females to increase their career aspirations. Training sessions will be designed to increase personal self-awareness, develop decision making skills, teach assertiveness skills, increase awareness of expanding career opportunities, develop leadership skills, and develop skills related to values clarification. The multicultural school system in Hartford has a large ethnic and racially diverse student body which will receive this training.

BILINGUAL MULTICULTURAL APPROACH TO CAREER AWARENESS
FOR PRIMARY AGE HISPANIC CHILDREN

Ms. Renee Z. Sherman
3001 Veazey Terrace, N.W.
Washington, District of Columbia 20008

Amount : $15,000
Duration: One Year
Director: Ms. Renee Z. Sherman
Phone : (202) 244-2136

To develop a mini, bilingual, multicultural, multimedia occupational awareness kit designed to broaden the scope and sequence of current social studies curricula used in elementary schools. Products will include a teacher training module, a teacher's guide and a packet of student materials. All project material will be written in both English and Spanish. A workshop will be given to train the bilingual teachers on the use of the program. Nationally usable comprehensive evaluation instruments and a bibliography will be included.

ELEMENTARY TEACHER EDUCATION/INTERVENTION MODEL
SEX EQUITY INSTRUCTIONAL MATERIALS

University of South Florida
College of Education
4202 Fowler Avenue, FAO 295
Tampa, Florida 33620

Amount : $15,000
Duration: One Year
Director: Dr. Ellen Kimmel
Phone : (813) 974-2100

To test the feasibility of a social influence and public commitment intervention model to adapt existing sex equity education materials and to incorporate them at all levels in an elementary education training program. Using an undergraduate teacher training program and its faculty as the target populations, this proposed intervention model program will attempt to incorporate available instructional modules on sex equity into the different undergraduate elementary teacher training programs throughout the Nation.

EDUCATION AND EMPLOYMENT
RESEARCH ANTIDISCRIMINATION LAWS

Ms. Joan Abramson
3044 Kiele Avenue
Honolulu, Hawaii 96815

Amount : $14,592
Duration: One Year
Director: Ms. Joan Abramson
Phone : (808) 923-1019

To research and conduct a study of antidiscrimination laws as they are currently being applied to education and employment. The product will be a book with histories of complaints; a history of Government anti-discrimination enforcement on the campus and of Government interaction with universities; and, new strategies for the achievement of the goal of equal employment opportunity given the current state of enforcement.

STAGES OF GROWTH TOWARD LIBERATION
A MODEL HANDBOOK FOR COUNSELING WOMEN

Chicago State University
95th Street at King Drive
Chicago, Illinois 60628

Amount : $10,038
Duration: One Year
Director: Dr. Donna M. Avery
Phone : (312) 995-2387

To develop a handbook covering 1) an introduction to a model and overview of the process of women's growth toward liberation; 2) rationale for and definition of the stages which have been identified in that process; 3) a section on each of the stages which describes in detail the feelings, experiences, behavior, issues, and coping mechanisms characteristic of each stage together with illustrative examples drawn from in-depth interviews with women; 4) counselor strategies which facilitate movement in each stage, including factors leading to regression; and 5) guidelines for using the model in group counseling and/or workshop situations.

MODEL CURRICULUM/TRAINING PACKAGE
POSTSECONDARY LEVEL

Indiana University Foundation
Post Office Box F
Bloomington, Indiana 47401

Amount : $15,000
Duration: One Year
Co-Directors: Dr. Jessie Lovano-Kerr
Dr. Helen V. Collier
Phone : (812) 337-3849

To develop and evaluate replicable instructional materials and a model curriculum to train selected professionals to assist women in identifying and removing psychological barriers to their own educational growth and career potential.

STAFF DEVELOPMENT PROGRAM
EDUCATIONAL ADMINSTRATIVE CAREERS

Ms. Elizabeth Hatch
436 Cherry Hill Road, S.W.
Cedar Rapids, Iowa 52404

Amount : $13,533
Duration: One Year
Director: Ms. Elizabeth Hatch
Phone : (319) 398-2111

To develop and field-test a staff development program which is designed to raise women's aspirations and managerial potential for educational administrative leadership positions. The program, though designed for women from culturally diverse backgrounds, is open to all school staff. The project centers around the development and implementation, on a pilot basis, of a staff development program designed to help women in the educational profession overcome societal, organizational and aspirational impediments which block administrative careers. Materials and methods will be designed and field-tested.

KIT FOR ELEMENTARY TEACHERS/STUDENTS
RECOGNIZE SEXISM/SEX ROLE STEREOTYPING

Wichita Public Schools
428 South Broadway
Wichita, Kansas 67202

Amount : $10,206
Duration: One Year
Director: Mr. W. William Stevens, Jr.
Phone : (316) 268-7821

A kit of suggested activities for elementary teachers and students to assist in recognizing sexism and sex role stereotyping in current curriculum materials will be produced. The complete kit will include a 20-minute sound filmstrip on the current status of men and women in the world of work, a small booklet on the subtleties of sex role stereotyping, an extensive list of suggested activities for teachers in order to instruct students to become knowledgeable and more sensitive to the ramifications of sexism, and the development of a pre- and post-test for measuring the degree of attitudinal change and values associated with sexism among students in grades one through six.

ROLE INTEGRATION PACKET
COMBAT NEGATIVE SELF-IMAGES/DIVERSE SETTINGS

Goddard College
Goddard-Cambridge Feminist Studies
186 Hampshire Street
Cambridge, Massachusetts 02139

Amount : $14,992
Duration: One Year
Director: Dr. Rochelle Goldberg Ruthchild
Phone : (617) 492-0700

To develop a series of course modules designed to combat negative self-images among a variety of women in different settings. This Role Integration Packet model will address the needs of a diverse group of women from different class, racial, and educational backgrounds. The model will be designed for use either in its entirety or in segments by other groups focusing on specific women with particular educational needs.

EDUCATIONAL DELIVERY SYSTEM
RURAL AND ISOLATED AREAS

Suomi College
Suomi College Educational Equity Project
Quincy Street
Hancock, Michigan 49930

Amount : $15,000
Duration: One Year
Director: Mrs. Janet Dalquist

Through the development of an educational delivery system, this project will address the educational needs of the rural woman who is generally unable to travel and participate in formal instructional programs. Objectives include developing a multidisciplinary, audiovisual based short-term learning experience for women living in extreme rural isolation by providing new insights into alternative family role concepts, societal influences and career options. Project strategy emphasizes a film and guided discussion approach which will be presented in a short module of study on six targeted geographical areas. A special learning activity will thus be provided to assist rural women in overcoming limited educational opportunities and will serve as a basis for individualized services to women who are seeking formal higher education instruction and career development.

ASSERTIVENESS TRAINING PROGRAM
LOW-INCOME SINGLE MOTHERS

Head Start Child Development
4606 North 34 Avenue
Omaha, Nebraska 68111

Amount : $11,140
Duration: One Year
Director: Ms. Annette Ferando

To develop, implement and evaluate a comprehensive Assertiveness Training Program for Low-Income Single Mothers. A training model and handbook for single mothers will be developed through this five-part 20-week program. Each part will relate to an important aspect of the participant's daily needs. The final results will be collected and printed.

SEX ROLE STEREOTYPING IN YOUNG CHILDREN
INTERVENTION THROUGH IN-SERVICE TEACHER TRAINING

Dr. Candace S. Garrett
12812 Hugh Graham, N.E.
Albuquerque, New Mexico 87111

Amount : $14,996
Duration: One Year
Director: Dr. Candace S. Garrett
Phone : (505) 292-3567

Two objectives: 1) to identify, describe, and interrelate young children's verbal sex role stereotypes and their actual sex role behaviors, attending to sex, age, and cultural differences; 2) to develop, present and evaluate a workshop for teachers of young children that is designed to assist them in acquiring skills needed to encourage young children in learning flexible attitudes and behaviors. Intervention through in-service teacher training will train teachers to identify young children's sex role stereotyping.

CAREER/OCCUPATIONAL AWARENESS
KINDERGARTEN LEVEL

Corning-Painted Post Area School District
291 East First Street
Corning, New York 14830

Amount : $10,210
Duration: Ten Months
Director: Ms. Alease Porter
Phone : (607) 936-3704

To broaden occupational awareness and aspirations of kindergarten girls. Components will be audiovisual materials, occupational role models of adult women, and direct attention to occupational segregation and stereotyping.

MODEL COURSE/BROADEN CAREER OPTIONS
SPECIAL EDUCATIONAL SERVICES

Nassau County
Office of Women's Services
1 West Street
Mineola, New York 11501

Amount : $8,875
Duration: One Year
Director: Ms. Lurana T. Campanaro

In cooperation with the State University of New York, the Nassau County Office of Women's Services will develop a model course of special educational services to assist women in broadening their career options and to assist them in their change or advancement of career. The course will be developed and administered jointly with the State University of New York at Stony Brook, New York.

COMMUNITY-BASED GUIDANCE
INNOVATIVE PROGRAM FOR ADULT WOMEN

University of North Carolina
School of Education
Chapel Hill, North Carolina 27514

Amount : $15,000
Duration: One Year
Director: Dr. Nancy L. Voight
Phone : (919) 966-5266

An innovative model program, Community-Based Guidance (CBG), will be developed and tested with adult women in Durham and Orange Counties in North Carolina. Each woman recruited for the program will be responsible for involving 10 others in the community. The CBG Program, initially self- and peer-led, eventually will spread as a pyramiding effect. Materials will be developed and the model program will be tested. Evaluation of benefits to participants involves standardized and self-report measures and covers gain in self-awareness and information, self-concept, career maturity, decison making and planning skills.

PLANNING INVENTORY TO ASSURE EQUAL OPPORTUNITY
REQUIRED SECONDARY SCHOOL PHYSICAL EDUCATION CLASSES

Cleveland State University
College of Education
East 24th and Euclid Avenue
Cleveland, Ohio 44115

Amount : $10,539
Duration: One Year
Co-Directors: Dr. Betty Hartman
Dr. Annie Clement

To devise and validate a planning inventory for use by physical education teachers at the secondary level so that the teacher may create new physical education classes which would not be bound to differentiating between the sexes. Thus, sex bias will be eliminated and greater individualization of instruction will be provided. The goal is to provide a means through which equity in physical education will result from the teacher's examination of up-to-date information regarding physiology, biomechanics, pyschology and sociology.

PREPARE RURAL WOMEN FOR COLLEGE
OR OTHER VOCATIONAL GOALS

The Grail
Grailville
Loveland, Ohio 45140

Amount : $14,625
Duration: Nine months
Director: To be selected
Phone : (513) 683-2340

To develop a program to assist rural women to enter a systematic course of study at a college or other institution that provides training related to personal and vocational goals. Objectives are 1) to create and evaluate a model for pre-college counseling of rural farm and nonfarm women in Clermont, Brown and Warren Counties located in southwestern Ohio adjacent to metropolitan Cincinnati; 2) to prepare a manual for use by women's organizations, church groups and social agencies to develop such counseling programs for rural women. Emphasis will be on utilizing these groups as resources for educational equity for rural women.

WOMEN'S STUDIES TEXTBOOK SELECTION GUIDELINES
CLASSROOM LESSON PLANS/INSTRUCTIONAL MATERIALS

School District of Philadelphia
Office of Federal Programs
Parkway at 21st Street
Philadelphia, Pennsylvania 19103

Amount : $14,547
Duration: One Year
Director: Ms. Ida Kravitz
Phone : (215) 299-7787

To develop Women's Studies guidelines to aid in the selection of non-sexist textbooks and materials, and to produce 10 lesson plans for classroom activities. This project will develop a comprehensive non-sexist set of guidelines to replace the school district's current guidelines for the selection on textbooks and instructional materials.

SCIENCE/ENGINEERING EXPERIENCE
HIGH SCHOOL MODEL PROGRAM

Richland School District #400
615 Snow Avenue
Richland, Washington 99352

Amount : $10,523
Duration: One Year
Director: Mr. DeWayne Boyd
Phone : (509) 946-6106

To develop, implement and test the effectiveness of methods 1) to recruit and place female high school students in science and engineering work-learn positions; 2) to assist them in acquiring accurate knowledge about the actual duties and training requirements for technical/professional science/engineering careers; 3) to assist them in becoming competent in a number of science/engineering skills; and 4) to develop a model program based upon the above which may be utilized by other school districts.

PROJECTED PROGRAMS/ PRODUCTS FROM 67 WEEA GRANTS 1976 - 1977

	Far West Lab San Francisco, CA 01	Georgia State U. Altanta, GA 02	YWCA of Oahu Honolulu, Hawaii 03	U. of Kansas Lawrence, Kansas 04	Dept. of Ed. Boston, Mass. 05	Livonia Sch. Dist. Livonia, Michigan 06	Mid-South Ed. Research Assoc., Univ. of Mississippi 07	ETS Princeton, N.J. 08	City Sch. Dist. of N.Y. Brooklyn, N.Y. 09	Women's Action Alliance, New York, New York 10	N.C.Bd. of Ed/Dept. Public Inst. Raleigh, N.C. 11	Tredyffrin/Easttown Sch. Dist. Berwyn, PA 12	W. Chester St. College W. Chester, PA 13	Comm. for Betterment Womens Rights Puerto Rico 14
NON-PRINT														
SLIDE							1							
SLIDE TAPE			3											
FILM										2				
FILMSTRIP							1				1			
VIDEOTAPE									8					
B&W reel														
color cassette								5						
AUDIOTAPE							1		2					
reel	2													
cassette		7	3								1		1	
TRANSPARENCIES														
VIEWER GUIDES														
RADIO ANNOUNCE														
MICROFICHE														
COMPUTER BASED SYSTEM														
PRINT														
BOOKS														
manuals	1		1	1	3	8	2		2			4		
books														
resource books								5						
scripts		7												
REPORTS														
journal art.														
tech. papers														
academic papers														
newsprint					1									
reports			1											
research														
BROCHURES										1				
pamphlets											1		8	8
flyers														
guides										2				1
questionnaires														
TRAINING PACKAGES														
MIXED MEDIA														
handouts										2				
games														
cards														1
posters														
picture stimulus sets														
packets														
brainstorming sheets														

	Region XIII Ed. Center Austin, Texas 15	U. of Vermont Burlington, Vermont 16	Inst. Womens Concerns Arlington, VA 17	Western Washington St. Bellingham, Wash. 18	Dept. of Public Instr. Madison, Wisc. 19	George Washington U. Washington, D.C. 20	U. Council Ed. Admin. Columbus, Ohio 21	U. of Oregon Eugene, Oregon 22	U. of Tennessee Knoxville, Tenn. 23	Ed Center Region X Richardson, Texas 24	Wis. Bd. of Voc. Tech. & Adult Ed. Madison, Wisc. 25	Mills College Oakland, CA 26	Regents of U. of CA UCLA, L.A., CA 27	Colorado State Fort Collins, CO 28	Center for Human Services Washington, D.C. 29	Miami-Date Comm. College, Miami, FL 30	Barat College Lake Forest, Ill. 31	Purdue University W. Lafayette, Ind. 32	Wichita State U. Wichita, Kansas 33
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	U. of Minnesota Minneapolis, Minn. 34	Nebraska Comm. Status Women Lincoln, Nebraska 35	Dartmouth College Hanover, N.H. 36	N.H. Comm. Status Women Albuquerque, N.M. 37	United Tribes Bismark, S. Dakota 38	Case Western Reserve U Cleveland, Ohio 39	Job Option Women Probation Harrisburg, PA 40	Opportunities Industrialization Providence, R.I. 41	Alverno College Milwaukee, Wisc. 42	Am. Med. Women's Assoc Tuscon, Arizona 43	Hope Sch. District Hope, Arkansas 44	U. of Maine Orono, Maine 45	Everywoman's Center Amherst, Mass. 46	Arizona State Tempe, Arizona 47
NON-PRINT														
SLIDE					80		80							
SLIDE TAPE														
FILM														
FILMSTRIP														
VIDEOTAPE	10		2											
B&W reel														
color cassette												23		
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VIEWER GUIDES	10													
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resource books														
scripts														
REPORTS														
journal art.														
tech. papers														
academic papers														
newsprint														
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BROCHURES														
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flyers														
guides														1
questionnaires														
TRAINING PACKAGES	3													
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cards														
posters														
picture stimulus sets														
packets														
brainstorming sheets			*											

San Jose Comm. College San Jose, CA 48	Stockton Unified Sch. Dist., Stockton, CA 49	CO. Comm. Status Women Denver, Colorado 50	Ind. U. Foundation 51 Bloomington, Indiana	Kansas State U. Manhattan, Kansas 52	YWCA 53 Baton Rouge, Louisiana	Waterville Bd. of Ed. Waterville, Maine 54	Jane Pottker 55 Bethesda, Maryland	U. of Maryland College Park, MD 56	YWCA Springfield, Mass.57	U. of Colorado Boulder, Colorado 58	Rockhurst College Kansas City, MO 59	U. of Nebraska Omaha, Nebraska 60	Rochester Sch. Dist. Rochester, N.Y. 61	Beverly Sanders New York, New York 62	Cleveland State U. Cleveland, Ohio 63	U. of Oklahoma Norman, Oklahoma 64	U. of Texas Arlington, Texas 65	Utah State U. Logan, Utah 66	Washington State U.67 Pullman, Washington	TOTAL
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*TO BE DETERMINED

CONTRACTS

Six major WEEA contracts will be in operation during fiscal year 1977, of which two will be continued from last year. The first two listed below were developed for internal programmatic operations and the latter were developed as a major contribution to women's educational equity. The official contract titles are:

* Project Coordination for the WEEA Program

* Process Evaluation for the WEEA Program--Continuation

* National and Regional Workshops and Development of Technical Assistance Materials for Title IX, Public Law 92-318--Continuation

* Technical Assistance to Individuals and Organizations in Developing Projects Designed to Improve Educational Equity for Girls and Women

* WEEA Communications Network

* Dissemination: Development and Operation of a Program/ Product Distribution Center

Like the WEEA grants, eligible offerors for contracts are public agencies, private nonprofit organizations, and individuals.

PROJECT COORDINATION FOR THE WEEA PROGRAMS

Women's Equity Action League
Educational and Legal Defense Fund
733-15th Street, N.W., Suite 200
Washington, District of Columbia 20005

Amount : $164,067
Duration: One Year
Director: Ms. Elaine Binder
Phone : (202) 638-1961

The objective of this one-year contract is to facilitate communication among grant projects, to provide coordination of grant projects, and to facilitate their interactions and communication. Activities as needed will include training, conferences, print and nonprint materials, as well as working with the education system, government, and special target groups to achieve educational equity for women.

Focus may be on the following:

* Level of education, i.e., preschool, elementary, secondary, postsecondary, adult;

* Subject area, i.e., counseling and guidance, career and vocational education, research, curriculum, sex role stereotyping, teacher education;

* Functional topics, i.e., project evaluation, project management, measurement, antidiscrimination legislation, use of media;

* Specialized target population, i.e., minority groups, rural, adults, offenders, handicapped, maturing;

* Type of grant, i.e., general, small.

PROCESS EVALUATION AND PRE-POST MEASUREMENT
INSTRUMENT DEVELOPMENT

American Institutes for Research

East Coast:
1055 Thomas Jefferson Street, N.W.
Washington, District of Columbia 20007

West Coast:
Post Office Box 1113
Palo Alto, California 94302

Continuation
Duration : 42 Months

Co-director : Dr. Dorothy Edwards
Phone : (202) 342-5043

Co-director : Dr. Carmen J. Finley
Phone : (415) 493-3550

This contract has two major objectives: 1) to develop case studies on selected projects funded under WEEAP, and 2) to assess project measurement needs in order to locate existing instruments for project use or to develop a minimum number of new instruments to meet project needs.

Because the WEEAP emphasis is on capacity building, its funded projects will be models and demonstrations or will result in tangible products that will respond to problems on a nationwide basis. The resulting outputs of most WEEAP projects will be transportable and have wide application.

Case studies on selected WEEAP projects will be developed in order to assess the effectiveness of a capacity building program; to identify critical steps, processes, and conditions in the course of project/product development; to assess the process and extent of dissemination and utilization of the products that were developed by the projects at the conclusion of the grant period. Information will be provided to the projects included. Reports will be prepared and recommendations made for the U.S. Office of Education and for the public that can be used in developing similar capacity building programs in the area of educational equity, and can serve as demonstrations of effective approaches.

Projects will be assisted in developing valid and reliable products and programs through the identification of the measurement needs of multi-year projects funded under the general program, literature search for instruments that will serve those needs, and in the absence of existing instruments, the development and validation of needed instruments. One set of evaluation materials has been developed.

NATIONAL AND REGIONAL DISSEMINATION WORKSHOPS
AND DEVELOPMENT OF TECHNICAL ASSISTANCE
MATERIALS FOR TITLE IX, PUBLIC LAW 92-318

Council of Chief State School Officers
1201 16th Street, N.W.
Washington, District of Columbia 20036

Continuation
Duration : 18 Months
Director : Dr. Shirley McCune
Phone : (202) 833-5426

Through the design of materials and the conducting of workshops, the contract will assist educational institutions and agencies by addressing problems in eliminating discrimination on the basis of sex which are most common to them. The contract deliverable will be a training package to disseminate technical assistance materials and to train key personnel to utilize these technical assistance materials in developing policies and programs to comply with Title IX. The training package will be utilized under the contract to conduct the national and regional workshops and will be usable after the workshops by other institutions and agencies at local, State, regional and national levels.

The first of the two national conferences for educational leaders was held prior to the regional conferences to inform the participants of the training strategy and the technical assistance materials available to assist their institutions and agencies in promoting educational equity. At least 20 regional workshops are being conducted, using the contractor's training package designed to serve people from all levels of education who are responsible for developing and implementing policies and programs in their institution or agency.

The second national conference will be held for the same group of leaders who attended the first national conference, where the results of the regional workshops and training materials will be reported. Specific plans and procedures will be developed for further use of the training package, and additional needs of institutions and agencies will be identified in order to achieve compliance with Title IX. Special conference packages will be developed, and briefing papers will be sent in advance to the participants.

The training package, replicable at reasonable cost, will focus on developing an understanding of sex discrimination in education, the requirements of Title IX, and the development of policies, programs, and management systems to insure educational equity. A trainer's manual is also being developed for the training package.

TECHNICAL ASSISTANCE IN DEVELOPING PROJECTS DESIGNED TO IMPROVE EDUCATIONAL EQUITY FOR GIRLS AND WOMEN

This contract was not issued at the time this report went to press.

The objectives of this one-year contract are:

* To develop a workshop training package and guidance materials to assist individuals and organizations in developing a project designed for enhancing women's educational equity and in understanding the various approaches to and sources of securing financial support;

* To develop other cost effective and low cost avenues to provide assistance to individuals and groups.

* To conduct a series of tuition-free workshops for at least 1,000 participants in various areas of the country.

Workshops will be conducted in those areas of the country where women have expressed a direct interest in the Women's Educational Equity Act Program. The workshops will be conducted in cities and facilities which will be easily accessible to participants from large cities as well as nonmetropolitan locations. Participants must have experience in women's educational equity; have not previously developed an application and received an award; such assistance is not available to them from other sources; and adequately represent minority and rural women.

The training materials, aids, and guidance materials will be made available to the general public at low cost from the Government Printing Office.

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN)

This contract was not issued at the time this report went to press.

The communications network will serve individuals, organizations and institutions throughout the Nation that are conducting projects, activities, or research related to educational equity for women, as well as the projects under the Women's Educational Equity Act. The WEECN will identify with and promote the efforts of educational institutions, agencies, women's groups, and other organizations in order to foster women's educational equity.

Subject matter will focus on educational equity for women. Formats will vary from curriculum and teacher guides, research and technical reports, evaluation studies and critical reviews, tests, journals, descriptions of model programs and innovative practices, films and videotapes, and other print and nonprint materials.

A Network Center will be established at one location where all inquiries about research, projects, and material may be directed. The Center will provide two-way communication for programmatic information and will perform technical activities as well, for document acquisition, screening, indexing, abstracting, vocabulary control, and development of publications. A close working relationship has been established with ERIC (Educational Resources Information Center).

The Center will emphasize service to users: responses will be provided to inquiries received by telephone and by mail, workshops will be conducted, media announcements will be issued, literature searches will be performed, and referrals to other information centers and organizations concerned with women's educational equity will be supplied. The Center staff will participate in meetings and conferences throughout the country and will provide exhibits.

A variety of products for users will be developed by WEECN including fact sheets, topical bibliographies, information analysis studies in the form of syntheses and monographs, an announcement journal for print and nonprint materials, and general information brochures describing WEECN and its services.

DISSEMINATION: DEVELOPMENT AND OPERATION OF A PROGRAM/PRODUCT DISTRIBUTION CENTER

Education Development Center, Inc. (EDC)
55 Chapel Street
Newton, Massachusetts 02160

Amount : $481,853
Duration: One Year
Director: Ms. Norma F. Jackman
Phone : (617) 969-7100

The Women's Educational Equity Act mandates the dissemination of its broad range of activities furthering educational equity for women. WEEAP's grants are intended to help increase the options of women of all backgrounds at every level of education. The training programs and products, many of which are in their final stages of development, include films and other audiovisual media, teaching manuals and training modules, and research and program models. EDC will coordinate the collection, review, production and dissemination of the completed products and reports, and will provide assistance to other groups wishing to adopt these for their own use.

Collaborating with EDC is the Center for Research on Women in Higher Education and the Professions, a nonprofit policy oriented research institution of Wellesley College. The Wellesley Center will convene panels of educators, community representatives, and researchers to review the materials.

WOMEN'S PROGRAM STAFF

Professional Staff:

Dr. Joan E. Duval, Director

Mr. John R. Fiegel

Dr. Marguerite A. Follett

Ms. M. Patricia Goins

Mr. Cleveland Haynes

Ms. Carolyn Joyner

Dr. Ana Maria Perera

Ms. Doris L. Shakin

Dr. Mary Jane Smalley

Ms. Joan R. Thompson

Support Staff:

Ms. Valarie Bell

Ms. Thelma E. Campbell

Ms. Marguerite S. Duck

Ms. Fannie Wilson

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U. S. GOVERNMENT PRINTING OFFICE : 1977 O - 247-836